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Booklet 3A

HEALTH

and Life Skills

MODULE 3

Life-Learning Choices

HOME INSTRUCTOR'S GUIDE AND
ASSIGNMENT BOOKLET 3A



Learning
Technologies
Branch

Alberta
EDUCATION

Health and Life Skills 7
Module 3: Life-Learning Choices
Home Instructor's Guide and Assignment Booklet 3A
Learning Technologies Branch
ISBN 0-7741-2621-3

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module 3: Life-Learning Choices

Module 3 deals with life-learning choices. Students learn to use resources effectively to manage and explore life roles and career opportunities and challenges. It focuses on learning strategies, decision making, life roles, career development, and volunteerism. In this module the lessons are divided into two sections.

Section 1: Learning Strategies

In Section 1 students learn about positive health habits through understanding their learning preferences and styles. They focus on how people learn and how different approaches to learning can help develop effective study and organizational habits and strategies. Students learn how they can extend their capacity to learn through strategies such as positive self-talk and affirmations. They develop strategies for setting and revising short-term and long-term goals. Students also learn how effective decision-making strategies can help them tell the difference between choice and coercion.

Section 1 of Module 3 is divided into three lessons with student assignments after each lesson. The lessons in Section 1 are as follows:

- Lesson 1: How People Learn
- Lesson 2: Setting Goals
- Lesson 3: Making Decisions

Lesson 1: How People Learn

In Lesson 1 students become familiar with the different ways people learn. Students complete questions that help them

- identify what kind of learners they are
- identify whether they are right-brain or left-brain learners
- search for additional information on learning styles using the Internet or library
- complete an inventory to identify the challenges they have with learning and learning situations
- identify their learning strengths

Have your student make summary notes as he or she reads the information provided. Review your student's summary notes to ensure that he or she has read the information and is able to make connections between what was read and his or her own learning preferences.

In this lesson students focus on how learning preferences affect study and organizational habits as well as on tips for developing effective study strategies. While these strategies are aimed specifically at classroom students, they can easily be adapted for use by your student.

In the last part of this lesson students examine tools for extending personal capacity such as affirmations, self-talk, personal care, and stress management. Students are asked to identify the roadblocks to learning and successful performance they might experience. They create a chart that identifies the roadblocks they might experience in a typical day, and then they suggest one strategy to help them overcome each roadblock. Encourage your student to discuss and share examples of situations in which he or she has felt frustrated or blocked with his or her learning. Share examples from your own learning experiences and ideas for strategies that you have used successfully.

There is an extend activity that has your student ask others about their successes in learning. Encourage your student to discuss the answers with you.

Lesson 2: Setting Goals

In this lesson students are asked to brainstorm some goals that they may have already set for themselves. They are asked to do this by categorizing their short-term and long-term goals into each health area (physical, emotional, social, intellectual). Encourage your student to start thinking about any goals or priorities that he or she may already have established in different areas of his or her life. Plan to discuss and share different examples of goals that relate to each health area.

Students review the goals they listed in question 1 and determine the characteristics they have. Check with your student to be sure that his or her goals have the five necessary characteristics and emphasize the importance of these characteristics for goals to be successful.

Lesson 2 presents information that includes suggestions for developing effective goal-setting strategies that lead to action plans. Again, have your student make summary notes as he or she reads the information provided. Review your student's summary notes to ensure that he or she has read the information and is able to make connections between what he or she has read and his or her own goals.

Students are asked to look back at the goals they have identified for themselves and to consider how they might change or revise those goals. They are also asked to consider the learning styles, skills, and strengths that they would use to achieve their goals. Share examples of goals that have changed for you in different stages of life and some of the factors that influence priorities and goals as people grow and change.

Students are also asked if they follow most of the study strategies. Encourage your student to follow these strategies if he or she is not already doing so. Discuss their effectiveness.

The extend activity asks students to create a poster that illustrates a goal and the resources that could be used to plan and reach the goal. Discuss the importance of using resources to help plan and reach goals with your student.

In Assignment Booklet 3A students choose a school-related goal that is important to them right now. They use a graphic organizer, such as a web, wheel chart, tree chart, or flow chart to develop a plan of action. Have your student review and summarize what has been learned about strategies for setting and evaluating short-term and long-term goals. Remind your student to review the assessment criteria outlined in the Assignment Booklet.

To help develop and promote goal-setting skills, parents can

- ask teens about their dreams and hopes for the future
- discuss ideas about setting smaller goals to help reach bigger goals and dreams
- help teens see their household and school duties as opportunities for practising goal setting and achievement
- help teens to prioritize their goals and keep them realistic
- praise teens when they accomplish goals, big or small
- set family goals together, modelling effective goal-setting strategies
- celebrate family goal achievement with a favourite family activity

Lesson 3: Making Decisions

Lesson 3 deals with the factors that can influence decision making—from family and peers to social and physical environments to individual thinking strategies and skills. These factors can have both a positive and negative impact on life choices. Students brainstorm examples of choices they have made in the past week, month, or year. Students then determine whether this was a choice they made themselves, or a choice they were influenced or required to make. With your student discuss how choices can involve different influences or pressures.

Students also identify a situation in which a decision had to be made. They then are guided through an analysis of their decision. Encourage your student to discuss his or her answers with you. As well, students compare and contrast what the terms *choice* and *coercion* mean. They create a Venn diagram that compares and contrasts the two terms. Encourage your student to discuss his or her answers with you. Plan to present and discuss examples of positive and negative influences and choice and coercion with your student. Find examples of choice and coercion from different media, such as newspapers, magazines, television, and advertising to share with your student.

Students are asked to brainstorm a list of statements that people use to pressure others. They identify some strategies for dealing with coercion and saying no to others. Review with your student the refusal skills presented in Module 1.

The next part of this lesson deals with strategies for saying and accepting no. Encourage positive attitudes and respect toward others who say no to your student. Students are asked to develop three scenarios in which someone says no to them. They then create a short role-play script in which one person uses a refusal skill to say no and another person accepts the no graciously and respectfully. Discuss the importance of respecting others' right to say no and positive ways to accept the no.

The extend activity asks students to create two storyboards that illustrate a situation in which it is difficult to refuse something or someone and a situation in which it is difficult to accept no for an answer. Encourage your student to review the strategies presented in this lesson before completing the activity.



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ASSIGNMENT BOOKLET 3A

Health and Life Skills 7
Module 3: Section 1 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

HEALTH

and Life Skills

MODULE 3

Life-Learning Choices

ASSIGNMENT BOOKLET 3A



FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	50	

Teacher's Comments

Health and Life Skills 7
Module 3: Life-Learning Choices
Assignment Booklet 3A
Section 1 Assignment
Learning Technologies Branch

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ASSIGNMENT BOOKLET 3A
HEALTH AND LIFE SKILLS 7: MODULE 3
SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 50 marks out of the total 100 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

50

Section 1 Assignment: Learning Strategies

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

1

1. There are three learning styles where learners depend on their senses. Which style suits the learner best by touching and doing things?

A. kinesthetic
B. visual
C. right brain
D. auditory

1

2. The communication of positive thoughts to oneself is called

A. self-care
B. affirmations
C. stress reduction
D. self-talk

2

3. Why is it important to know your learning style?

- ⑤ 4. In Lesson 1 you had an opportunity to determine your learning style. Which style works best for you? Give two examples of learning techniques you can use in your studying that support this style.

- ② 5. Identify two study habits you practise.

- ② 6. a. In Lesson 1 you examined how to extend your personal capacity for learning. Define the term *capacity*.

- ④ b. What two tools can you use for extending your personal learning capacity?

- ④ c. Explain how you can use each of the tools that you listed in question 6.b.

When you've finished responding to the preceding questions, return to page 29 of Module 3 Student Module Booklet and start working on Lesson 2.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

- ① 7. A goal
- A. needs to be adjusted as you grow and change
 - B. is something that is given special attention
 - C. consists of one's values
 - D. is the selection one makes
- ① 8. Which of the following statements is true?
- A. Long-term goals can set a direction for one's life like planning in junior high school which courses to take in grade 10.
 - B. Goals should be specific, measurable, achievable, realistic, and time based.
 - C. A goal is something a person wants to accomplish, so it should be reachable or doable.
 - D. All of the above statements are true.

- 10 9. a. Choose a school-related goal that you can work toward this school year. Choose one that is important to you right now. Use a graphic organizer such as the following to help you identify your goal and make a plan of action.
- web
 - chart
 - wheel chart
 - tree chart
 - flow chart

Identify your goal using specific statements.

Identify your plan of action by clearly stating the following:

- what tasks you will complete to achieve your goal
- how you will use your interests, strengths, talents, resources, supports, and learning strategies
- the length of time it will take to achieve your goal
- how you will know that you have succeeded

Write your goal clearly on your graphic organizer. The rest of the graphic organizer should have four parts to present the following areas of the plan of action:

- how the goal will be achieved
- the best way to achieve the goal
- the time it will take to achieve the goal
- measuring your success in achieving the goal

For example, a wheel chart could have four spokes, a chart could have four rows, or a tree could have four branches.

Your assignment will be graded according to the criteria on the next page.

Marks	Criteria	Comments on Student's Assignment
9–10 Excellent	<ul style="list-style-type: none"> • You clearly and specifically identify your goal. • You use “I” statements. • Your plan is detailed, and it covers all four areas. • You are clear about the difference between your goal and your plan of action. • Your reasons for choosing your goal are clear. • You explain the reasons that your goal may change over the year. 	
6–8 Proficient	<ul style="list-style-type: none"> • You clearly identify your goals. • You use “I” statements. • Your plan is detailed, and it covers all four areas. • The graphic organizer works well for your goal and plan of action. • You identify the reasons for choosing your goal. • You explain some of the reasons that your goal may change over the year. 	
4–5 Acceptable	<ul style="list-style-type: none"> • You identify your goals. • You use some “I” statements. • Your plan covers all four areas. • You included your goal and plan of action. • You identify reasons for choosing your goal. • You explain some of the reasons that your goal might change over the year. 	
0–3 Limited	<ul style="list-style-type: none"> • You identify your goals. • Your plan covers at least one of the areas. • You use a graphic organizer. • You identify a reason for choosing your goal. • You provide at least one reason that your goal might change over the year. 	

There is space provided for your graphic organizer on the following page.

- 5
- b. Identify at least two reasons why you might need to revise this goal over the course of the year.
-

When you’ve finished responding to the preceding questions, return to page 41 of Module 3 Student Module Booklet and start working on Lesson 3.

- 4
10. In Lesson 3 you studied factors that influence your decision making. Complete the following chart by listing one factor that can influence the decisions you make about each aspect of your health.

Aspects of Health	Factors Influencing Decision Making
Physical	
Emotional	
Social	
Intellectual	

- ④ 11. What is the difference between choice and coercion? Give an example of each.
-
-
-
-
-
-
-
-
- ④ 12. In Lesson 3 you reviewed seven ways of saying no. What are two methods that you use to say no? Give an example that illustrates each method.
-
-
-
-
-
-
-
-

When you've finished responding to the preceding questions, submit Assignment Booklet 3A to your teacher. Then continue where you left off in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
